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An evaluation of the College Aides Program in Baltimore, Maryland, public schools was prepared by an independent agency. This program, funded under Title I of the Elementary and Secondary Education Act, offers low income college students the opportunity for full time study by providing part time jobs. Students from Morgan State College were assigned to Baltimore schools as classroom assistants, clerical workers, and as aides in miscellaneous jobs. Supervisor ratings and questionnaires completed by aides assessed whether the aides gained anything from the experience and whether they helped the school system. In general, the aides felt the work was valuable to them and the school principals rated the aides as helpful in providing needed services. Improvements in the program are needed in certain administrative, job assignment, and payroll procedures. For other evaluations in this series, see UD 007 956, 007 958, 007 959. (NH)

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Evaluation of
ESEA Title I Project for Fiscal Year 1968

COLLEGE WORK-STUDY PROGRAM:
EDUCATIONAL AIDES

School Year 1967-68 and Summer 1968

of the

BALTIMORE CITY PUBLIC SCHOOLS
3 East 25th Street
Baltimore, Maryland 21218

October, 1968

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CHAPTER I

INTRODUCTION

In cooperation with two local colleges, the Baltimore City Public Schools have participated in a program supported by Federal funds for the primary purpose of providing employment for college students in need of earnings from such employment. Some of this employment has been in the Baltimore City Public Schools. This is an evaluation of that part of the program in the public schools, commonly known as the "College Aides Program."

The College Work-Study Program, established under the Economic Opportunity Act of 1964 and its extension in the Higher Education Act of 1965, can be described most simply as a program which "offers young people an opportunity for full-time study by providing part-time jobs"^{1/} - young people meaning college students specifically. Originally limited to students from families with low incomes, the 1965 legislation made any student who could demonstrate financial need also eligible, providing he meets predetermined specifications of academic standing.

Students from low-income families are, however, given preference. Low-income families are defined in Table I according to income and number of dependents. Those students whose family incomes are below the amounts shown in the right-hand column are given preference.

^{1/} Moore, James W. and Stockbridge, Dana. "The College Work-Study Program." College Aid for Students. U. S. Dept. of Health, Education, and Welfare Indicators, July 1965, p. 21.

Table 1

DEFINITION OF LOW-INCOME FAMILIES

Number of dependents	Family income
1	\$3,200
2	4,000
3	4,700
4	5,300
5	5,800
6	6,200
7	6,600
8	6,900

Source: Financing a College Education -- A Guide for Counselors.
New York: College Entrance Examination Board, 1967 , p. 8.

Eligibility

To be eligible for the Work-Study Program a student "must have been accepted for enrollment or be in full-time attendance at an institution of higher education and be capable of maintaining good standing in his studies while working not more than 15 hours per week while his classes are in session."^{2/} The phrase "in good standing" is not meant to imply that a student must have superior academic performance. Rather, it is intended to include "as a minimum, all students progressing normally toward a degree."^{3/}

The Federal student assistance programs further specify that a student is, and will continue to be, eligible for assistance under them as long as:

1. The student is allowed to remain in the institution
2. He continues to show academic promise
3. It is reasonable to expect that he will be graduated
4. The Federal funds continue to be available
5. The financial need remains

Flexibility of the Program

Several different plans for working out a work-study arrangement are available to the individual student:

1. Full-time summer employment for earnings of \$600-\$800, which can be used to meet fall semester costs and to reduce the need for part-time work during the school year.
2. Full-time work during a school semester or quarter for the student previously forced to leave college through lack of funds, with earnings applied to expenses in the following semester.

^{2/} Ibid., p. 21.

^{3/} College Scholarship Service on behalf of the United States Office of Education. Determining Awards Under Federal Student Aid Programs, p. 4.

3. Withdrawal of eligible students from jobs in the local community - such as gas station attendants, counter men, bus boys, and clerks - for placement on College Work-Study Program jobs, thus opening jobs for local labor and at the same time providing the student with a more dependable source of income.
4. Reliance on earnings from Work-Study projects rather than on National Defense Education Act loans as the primary source of support for students from low-income families.
5. Full-year commitment of financial support to the student at the time of his acceptance for enrollment in college.^{4/}

From the standpoint of the responsibility of the Baltimore City Public Schools, this program was to be viewed not just on the basis of its main purpose - that of providing employment to college students to permit them to enter and stay in school. The contribution of the College Aides to the work of the school system, particularly in accomplishing those implementations required to assist in overcoming educational underachievement is also to be considered. That is to say, the students in the Work-Study Program who were assigned to the city school system, should be viewed as a part of the operation of this system in any evaluation, quite aside from the fact that a major objective is to provide employment for these youths.

^{4/} Moore and Stockbridge, op. cit., p. 27.

CHAPTER II

OBJECTIVES OF THE PROJECT

In President Johnson's 1965 Message to Congress on Education, he lamented the "loss of potential productivity represented every year by an estimated 100,000 academically qualified secondary school graduates who fail to enter college because of lack of money." The College Work-Study Program has as its prime objective the provision of increased educational opportunity for those qualified young people who would not be able, because of financial need, to enter and/or complete their college education.

In addition to providing financial assistance to eligible students, the Work-Study Program was envisioned, according to the director of the Federal program, as a means by which "students gain meaningful work experience, acquire work habits and disciplines needed for regular employment, and may work on projects directly involved with the war on poverty. The program is unique with respect not only to the multiple purposes it serves, but also the massive cooperative effort between the Federal Government and the Nation's colleges and universities to offer job opportunities to students most in need of them."^{5/}

Relationship to War on Poverty

The program also aims at attacking both ignorance and poverty. The

^{5/} Ibid., p.23.

college student who comes from a low-income environment may be not only breaking his own familial cycle of ignorance breeding poverty and poverty breeding ignorance, but he also may be setting an example for other youths in a poverty area.

Additional Objectives of Baltimore City Public Schools

In encouraging young people to enter and complete college by providing jobs for them, administrators of the Baltimore City Public Schools system hope to accrue benefits even more directly related to the City of Baltimore. A most desirable outcome of the program would be the creation of a ready source of qualified teachers who would enter employment in the Baltimore City Public Schools.

Evaluation Objectives

From the standpoint of evaluating this program, it is apparent therefore, that some evidence should be sought as a means of answering the following questions:

- o Did the program provide jobs for college students who needed this financial assistance?
- o Was the student's experience in his view useful to him?
- o Did the work of the student contribute to the productive ends of the educational operations of the school system?
- o Was the work of the Aides in the school system oriented to the "war on poverty"?
- o Is the program contributing to the school system's source of supply of new teachers?

CHAPTER III

DESCRIPTION OF THE PROJECT

Beginning with the school year 1966-67, college administrators (originally at two colleges - Morgan State College and Coppin State College) contracted with the Baltimore City Public Schools to offer employment to eligible students to work as educational aides. Such students have been since more commonly referred to as "College Aides." An evaluation of the program during the school year 1966-67 and the following summer was presented at the end of that period.

The 1967-68 Work Policies

During the school year 1967-68 and summer of 1968, all College Aides involved in the Baltimore program were drawn from Morgan State College. The work policies of the Aides, as set forth in a handbook prepared by the Baltimore City Public School system, included the following:

- o Work not to displace any regular staff member or impair existing contracts for services.
- o Assignments should relate to Aides' college program and long-range vocational goals wherever possible.
- o Work generally should be non-instructional in nature. (Aides may work with pupils only under the direction of a teacher or a laboratory assistant.)
- o The maximum work-load of an Aide is 15 hours per week during the college year, or 40 hours per week during the summer. (Lunch time is not counted or paid for as work time.)

Supervisory responsibilities of principals, or other designated professional staff members, were as follows:

1. Planning for the orientation of the student to the local school or central office and to the scope of his assignment
2. Making certain that adequate directions and guidance are provided for the student in order that he may accomplish specific tasks expeditiously
3. Seeing that the student has enough assigned work to keep him productively occupied for the entire work session each time he reports
4. Requiring a reasonable degree of accuracy, speed, and neatness in the Aide's work
5. Reporting the Aides who may be unsatisfactory in performance or who drop out of the program
6. Offering suggestions and comments concerning improvement of the program or problems
7. Evaluating the work of the student Aide from time to time

The College Aide Population

Between July 1966 and June 1967, there was a total of 489 Work-Study students from Morgan State College in the Baltimore City Public Schools.* For the year under consideration - that is, July 1967 through June 1968 - there was a total of 436 Work-Study students who worked at some time or another during that period in the Baltimore City Public Schools. Of the total of 436, there were 52 group leaders who were not assigned as individuals in the schools themselves. There were 384 who were actually at work in schools or administrative offices in the school system.

It has been noted in previous years that the turnover was great in this

*/ Statistics in following paragraphs supplied by Office of Financial Aid, Morgan State College.

employment project. This is evident by the fact that, as of November 1967, there were only 73 students actively employed; in May of 1968 there were only 64. As of August 1968, because of summer employment, there were 175 College Aides employed in the school system. Last year's program anticipated approximately 200 students to fill openings with the Department of Education. During 1967-68, budget limitations were to permit approximately 125 positions - about half as many as last year. In effect, however, it is to be observed from the above figures that there were about as many employed this year as last year. The total number of 436 considerably exceeds the expectation of 125 and is several times the number on duty at any one time. In other words, it takes approximately 4 or 5 different individual students to fill, on the average, a given slot over the course of a year.

In line with the regulations concerning the selection of a College Aide, it is to be observed that the vast majority of the 436 Aides in the program last year were from families with low incomes. As seen in Table 2, 400 of the 436 students - over 90 percent - came from families whose incomes were less than \$7,500 per year.

College Experience

This year's College Aides, as in previous years, were predominantly lower classmen. In Table 3 it may be seen that almost two-thirds of the College Aides were either Freshmen or Sophomores. There were only 63 of the 436 who were Seniors and 2 graduate or special students.

In the judgment of school administrative staff close to this program, over 75

Table 2
FAMILY INCOME DISTRIBUTION OF COLLEGE AIDES

Income distribution	Number of Aides
0 - 2,999	93
3,000 - 5,999	229
6,000 - 7,499	78
7,500 - 8,999	27
9,000 -11,999	9
12,000 -14,999	---
15,000 and up	---
Total	436

Table 3

COLLEGE LEVEL OF COLLEGE AIDES 1967-68

Class level	Number of Aides
Freshman	149
Sophomore	128
Junior	94
Senior	63
Graduate and Special	2
Total	436

percent of the College Aides are majoring in areas relating to teaching careers. In view of the fact that the Aides worked in elementary schools and secondary schools as well as in administrative offices, the data in Table 4 may be taken as supporting this. In the first place, a good percentage of the 436 Aides were majoring in elementary education. Others majored in such fields as history, mathematics, business education, English, art, and physical education, etc., which would be expected of those having interest in teaching on a secondary level.

Job Assignments

Over half of the College Aides were assigned as classroom assistants. Next in order of frequency of assignment was clerical, stenographic, and related tasks. As shown in Table 5 there were miscellaneous other special job categories in which the Aides were engaged, including library assistants, laboratory assistants, food service aides, etc.

Table 4

MAJOR FIELD OF STUDY, COLLEGE AIDES, 1967-68

College major	Number of Aides
Elementary Education	93
Sociology	38
History	36
Math	30
Business Education	22
Business Administration	21
Home Economics	15
Biology	13
English	11
Art	10
Physical Education	10
French	9
Language Arts	9
Chemistry	8
Music Education	7
Political Science	7
Pre-Med	6
Art Education	5
Miscellaneous, fewer than 5, and unspecified	86
Total	436

Table 5

JOB CATEGORIES OF 436 COLLEGE AIDES
RECENTLY WORKING IN BALTIMORE CITY PUBLIC SCHOOLS

Job code*	Job category	Number assigned
05	Classroom Assistants (Non-Teaching)	244
15	Clerical, Stenographic and Related	121
09	Student Personnel Assistants	24
08	Library and Museum Assistants	19
03	Tutorial Assistants (Remedial and Enrichment)	15
07	Laboratory Assistants	4
02	Health Professions Assistants	2
10	Athletic and Recreation Assistants	2
14	Arts, Crafts and Related	2
06	Research Assistants (Non-Laboratory)	1
16	Business Office Assistants and Related	1
18	Food Service Aides	1
Total		436

* Source of Code Numbers: Office of Financial Aid, Morgan State College.

METHODOLOGICAL AND STATISTICAL CONSIDERATIONS

The evaluation team was engaged for purposes of evaluation of this project near the end of the year. This presented some restrictions to the evaluation procedures because it had not been possible to initiate the evaluation in the fall of 1967. For example, it might have been possible to have arranged for terminal interviews for College Aides who had ceased employment during the course of the year in order to get a more adequate sample of the population of 436 and also to get types of information that might be of significance from College Aides at their time of termination.

The Evaluation Approach

An appropriate approach in the evaluation of the College Aide Program seems to be largely descriptive, since the objectives seem to be those that lie with the sense of effectiveness of the College Aide work either on the part of those who are being aided by the college students or in the views of the students themselves. A design which would be an attempt to ascertain the degree to which the College Aides' activities had a direct bearing upon the educational changes in the student population would not seem to be appropriate, particularly in view of the major objective of the program, namely, that of providing employment to a college student who is in need of such employment. The evaluation, therefore, has been one which has depended largely upon a contact of school principals in which there were several College

Aides engaged during the course of the year and questionnaires to College Aides themselves who were available for this in the summer of 1968. In one respect, a benchmark was used in that some results of questions to College Aides and ratings of supervisors of College Aides were compared with similar data from the previous year.

Instrumentation

The only original instrumentation used for this evaluation was a questionnaire for College Aides and a schedule for interviewing supervisors, mostly school principals. The sources of data available in the administration offices permitted the assembling of additional information on the characteristics of the Aides. Among these were ratings of College Aides by principals and/or supervisors.

Supervisors Interview Schedule

In interviewing principals of schools in which College Aides were employed, the professional staff used the following open-end questions:

1. What did he or she do?
2. What is your opinion of the value of this work or service?
3. Do you have any thoughts about how the College Aide Program might be changed?
4. Do you think the College Aide you worked with is intending to stay in education? In Baltimore?

Student Worker Rating Form

The Morgan State College form for "Rating of Student Worker" was utilized in this study. It contained ratings on a five-point scale of the following items:

1. Industry
2. Initiative
3. Regularity
4. Promptness
5. Speed of work
6. Thoroughness
7. Adaptability
8. Dependability
9. Physical strength
10. Personal appearance
11. Courtesy
12. Talkativeness on job
13. Attitude toward job
14. Response to supervisor
15. Cooperation with other workers
16. Does student have helpful suggestions?
17. Does student have ability to lead others?

College Aide Questionnaire

The College Aide questionnaire was prepared for administration to the College Aides who were available at the end of the school year. The instrument was directed primarily toward their opinions as to their preparation for their jobs, the extent to which their duties corresponded to their expectations, their satisfaction with the experience working as a College Aide, their plans for teaching (if any) after graduation, and any thoughts concerning needed changes in the program.

CHAPTER V

EVALUATION PROCEDURES

As may be noted from the previous chapter, the procedures for evaluation of this project consisted of:

1. Assembling of statistics from records in the office of the coordinator in the Financial Aid division of Morgan State College on the basic data maintained there on characteristics of the College Aide population, their academic classification, and job category of assignment
2. A questionnaire to 113 College Aides who were in employment and who could be reached in June and July 1968
3. Interviews of principals for whom College Aides had worked
4. Analysis of ratings of supervisors (principals) of a sample of Aides and a comparison of these ratings with ratings from last year

CHAPTER VI

FINDINGS

As indicated previously, the evaluation team sought answers to two or three basic questions. One of the more important questions was that relating to the degree to which a College Aide had gained anything by his experience, other than his financial remuneration. Another major consideration was the degree to which the work of the College Aide had been of service to the functioning of the school system.

As Seen by the College Aide

A sample of 113 College Aides, in reply to a question as to whether or not they were satisfied with their experience as a College Aide, indicated almost unanimous satisfaction. As seen in Table 6, over 90 percent of them indicated at least "somewhat satisfied" with their experience; 62.8 percent indicated "very much" satisfied with their experience.

When asked to give reasons for their satisfactions or dissatisfactions with work, students came up with various answers. In Table 7 are reasons given for satisfaction by College Aides - a majority of the reasons were in the general category of it being a rewarding experience. Twenty-four of 81 students replied it was a good experience, related to their field of study. The next highest frequency was in gaining experience in using and learning office skills. As shown in Table 5, a good percentage of students was involved in clerical, stenographic, and related

Table 6

RESPONSES FROM 113 COLLEGE AIDES ON PROGRAM FOR 1967-68 SCHOOL YEAR

Item	Number	Percent
Received briefing as to nature of duties	80	70.8
Received briefing from college staff	33	29.2
Received briefing from Baltimore school staff	45	39.8
Actual duties <u>same</u> as expected	39	34.5
Actual duties <u>almost the same</u> as expected	63	55.8
Very much satisfied with experience as College Aide	71	62.8
Somewhat satisfied with experience as College Aide	34	30.0
Intends going in to teaching	65	57.5
In Baltimore Inner-City schools	32	28.3
In other Baltimore schools	16	14.2
Compensation reasonable	65	57.5
Compensation not reasonable	47	41.6

Table 7

REASONS GIVEN FOR COLLEGE AIDES' SATISFACTION WITH WORK*

Reason for satisfaction	Number of College Aides reporting
Work as a rewarding experience	34
Good experience for a student's field of study	24
Used and/or learned office skills	13
A rewarding job in general	9
Gained knowledge about school system	7

* Based on 81 replies.

activities. This was supported in large part by interviews with supervisors, although there were some differences between the supervisor and the student in expectations for the job. In general, however, the foregoing leads to the inference that, by and large, the Aides in the program over the past year considered their work, quite independently of the financial remuneration, as being of value to them.

The Job and the Student

Some problems were identified, both by students and by their supervisors, on conditions of work. Most students indicated that they had received briefing as to the nature of their duties, either by the Morgan State College staff, or by the Baltimore City Public School staff, or both. However, only some 70 percent of the students so indicated. Several principals indicated the need for better orientation at the source of referral, and better selection of students at the time of referral for particular building assignments.

As shown in Table 6, only about one-third of the College Aides found their actual duties to be the same as expected. However, over half of them indicated that their duties were "almost" the same as expected. This may indicate somewhat the support for some of the principals who felt the need for better orientation of some of the Aides.

One problem appearing in talks with principals was the working hours of the College Aides. Sometimes the work time of the College Aide was 3:00 - 3:30 o'clock in the afternoon. One principal considered this of little use to school needs. In his case, he thought that two full afternoons a week would have been of

greater use and would have permitted opportunities for better supervision. There are evidently problems in this regard. As one principal said, "A school should not be saturated with Aides; they must be supervised." Further, he stated that, "A school needs to know how many Aides it will receive and when they will arrive so that it can plan work ahead to make full use of them."

There was considerable discussion in contacts of the evaluation team pertaining to remuneration and the method of paying students. One principal indicated that something should be done concerning the long period Aides have to wait for their checks. He suggested developing a system whereby an Aide could be paid every two weeks and checks mailed to the student's home. Among the reasons given by Aides for dissatisfaction (where there was dissatisfaction) was the item "wage and payroll system problems." This item, 8 out of 113 responses, was second only to displeasure with type of work, 10 out of 113 Aides.

The payroll system loomed large in the minds of the College Aides themselves when questioned on recommended changes in the program. This is evident in Table 8 which summarizes the replies to this question. In this table we see a good proportion of the Aides recommending higher pay and changes, as indicated, in the payroll system. Other recommendations in the minds of the College Aides appear in low frequency, dealing with improvement of the assignment and other employee benefits.

The Contribution of Aides to Work of the Schools

Reference back to Table 5 will show that the predominant job

Table 8

RESPONSE OF 98 COLLEGE AIDES
TO QUESTION ON RECOMMENDED CHANGES IN PROGRAM

Change recommended	Number reporting
Higher pay	45
Improve payroll system <u>a/</u>	43
More working hours	13
Improve organization and assignment <u>b/</u>	12
Desire for work in field of competence	9
More employee benefits <u>c/</u>	7
Miscellaneous	4
Satisfied with program as is	17

a/ Regular payment, checks mailed directly to student, better scheduling.

b/ Desire for greater responsibility, less clerical work, better supervising (immediate).

c/ Paid holidays, sick pay.

classification of the College Aides was non-teaching classroom assistants or clerical, stenographic aides. Just what this consisted of in many respects was, as the term "aide" implies, assistants of a clerical nature. For instance, inquiring from one principal just what the College Aide did, the following items were noted:

- o Reorganized storeroom for each unit
- o Counted books and cataloged them
- o Inventoried science equipment
- o Did secretarial work such as alphabetizing class lists and arranging guidance packets

In another school, the work of Aides was listed as follows:

- o Prepared orientation forms
- o Addressed envelopes
- o Filled out cards for scheduling purposes
- o Checked on pupil packets from sending elementary schools
- o Prepared lists of homeroom classes
- o Answered telephone calls
- o Issued late passes
- o Checked attendance
- o Filled out report cards
- o Organized key system
- o Inventoried supplies
- o Assisted in handbook revision

The nature of the work assignment of the College Aides, of course,

needs to be taken into account in interpreting the judgment of the person, such as principals, as to the value of that work. In general, it is to be noted that interviews of principals show considerable satisfaction with the assistance received from the Aides. In expressing themselves on the question of the value of the work of the Aides, such terms were noted as "definitely helpful," "extremely helpful," "of utmost value." In one school, it was reported that the Aides were very versatile, and both the Principal and Vice-Principal were very pleased with their services. In another school, an evaluation team interviewer was told that the Aides were "very good and very neat in appearance and facilitated the work of teachers." The ratings of principals and other supervisors to whom the College Aides had been assigned is evidence of a high level of satisfaction of supervisors with the work of the Aides and their capabilities in general.

Table 9 contains a summary of ratings made by supervisors, chiefly principals of schools, of student workers in the College Aides Program. The data were derived from a form for rating of student workers used by Morgan State College on seventeen items concerning the characteristics and behaviors of the College Aides. Each of the seventeen items was rated on a five-point scale which ran from such designations as "lazy," "very late," and "very poor" to the excellent category with such designations as "very energetic," "exceptional," and "very exact." In other words, the five-point scale can be interpreted as running from very poor to indifferent to average to good to excellent.

Table 9 is based upon a (summary) tabulation of ratings made on approximately 244 College Aides during the school year 1966-67 and 47 College Aides

Table 9

PERCENT DISTRIBUTION OF RATINGS OF COLLEGE AIDES 1966-67 AND 1967-68*

Item	Percent rated average or below		Percent rated good or better	
	1966-67	1967-68	1966-67	1967-68
1. Industry	44.4	27.7	55.6	72.3
2. Initiative	49.2	41.7	50.8	58.3
3. Regularity	30.5	38.3	69.5	61.7
4. Promptness	30.5	27.7	69.5	72.3
5. Speed of Work	59.8	53.2	40.2	46.8
6. Thoroughness	38.6	29.8	61.4	70.2
7. Adaptability	36.4	27.7	63.6	72.3
8. Dependability	36.9	23.4	63.1	76.6
9. Physical Strength	64.0	57.8	36.0	42.2
10. Personal Appearance	19.5	14.9	80.5	85.1
11. Courtesy	12.2	6.4	87.8	93.6
12. Talkativeness on Job	15.8	4.3	84.2	95.7
13. Attitude Toward Job	32.0	19.1	68.0	80.9
14. Response to Supervisor	18.7	10.6	81.3	89.4
15. Cooperation with Other Workers	20.6	10.6	79.4	89.4
16. Has Helpful Suggestions	75.2	70.2	24.8	29.8
17. Has Ability To Lead Others	71.9	39.0	28.1	61.0

* Based on 244 ratings for 1966-67 and 47 ratings for 1967-68.

whose ratings were available at the time of the evaluation for the year 1967-68. The frequency of ratings on the lowest three categories, that is, average and below, were combined; and the frequencies of the two highest ratings, that is, good and above, were combined. These were then converted into percents so that there would be comparability due to the different numbers of Aides involved for the two academic years. In the first two columns of figures in Table 9 are the percentages of ratings in the average and below category for the seventeen items and for the two most recent years. The last two columns are comparable percentages of ratings which are the two high ones of "good" and "excellent" or "exceptional."

It is of considerable interest in examining this summary of ratings that in both years a very high majority of student workers were rated in the high categories (the last two columns of Table 9) in such items as regularity, promptness, personal appearance, courtesy, talkativeness on the job, response to the supervisor, and cooperation with other workers. On the other end of the scale, we find lower ratings in such items as speed of work, physical strength, and "does the student have helpful suggestions?"

Of further interest is the observation to be made that, on all but one of the seventeen items, the percent of ratings on the high side was greater for 1967-68 than the previous year, and conversely the percentage of low ratings was lower for this past year than for the previous year. The one exception is item #3 which had to do with attendance, that is, regularity as against absences in connection with the work.

A highly significant change in proportion of ratings on the high side is

to be noted for item #17 which has to do with "leadership." In 1966-67, 28 percent of the Aides were rated good or better on ability to lead others, but in 1967-68, 61 percent were rated good or better.

The above observations are to be interpreted as meaning favorable development in the College Aides Program as it has become stabilized and organized, on the assumption that there has been no change in the instructions to school personnel as to interpretation of the ratings on the form used. The implication is that there has been a better selection of College Aides and a more satisfactory operation of the program of College Aides in service or both.

There remains the question, however, of the extent to which the participation of the school system in the College Work-Study Program is to be justified as a help in its teacher recruitment. A good answer to this (some time far enough in the future when it would be possible) would be to trace some of the Freshmen and Sophomores who were in the College Aides Program last year and this year and who eventually graduate and become employed. The program is too new for this to be possible now. This, of course, would be a direct answer to the question, along with an evaluation of such Aides who became employed in the city system as to whether their tenure was superior to that of others employed as new teachers in the system, and also in various respects seemed to be superior.

Lacking this, however, we asked the Aides themselves about their intentions. As shown in Table 6, a bare majority of the Aides reported intentions of going into teaching, and of those a small percentage, 28 percent, planned to teach in the Baltimore Inner-City schools. This is contrary to some of the expectations of

those supporting similar programs that this is a means by which young people can be induced to become a part of the community and neighborhood in which they have had such experience. The foregoing, of course, is not surprising in view of the information in Table 3 which shows that the majority of the Aides are lower-class students in their Freshman and Sophomore years, probably at levels when it is difficult for them to make decisions concerning their careers. A more effective means of inducing people to get into education probably would be under conditions when a majority of them are Juniors, or preferably Seniors, definitely oriented to education in terms of their college curricula, and under conditions which would permit them to undertake educational activities somewhat more sophisticated than the routine clerical tasks to which they are assigned.

RECOMMENDATIONS AND SUGGESTIONS

An overall assessment of this program, which may be drawn from the findings in the previous chapter, would be as follows:

1. It is, for the most part, valuable work experience for the college students in addition to the financial remuneration which they receive.
2. There is definite contribution made to the work of the school system in the various job assignments of the Aides.
3. There is some evidence of an improvement over the previous year in the selection of the Aides and their assignments as viewed by their ratings by supervisors.

Particularly, if the dominant view of this program has as its major objective a means of employment for college students, it should be judged as generally effective. From the standpoint of the complex task of fulfilling the educational functions of a large city school system with its many present-day problems, the program provides needed services not otherwise available. The economics of the situation in Baltimore appears to justify taking full advantage of such Federal employment programs, particularly when oriented toward educational requirements as this program is.

There are observations to make on the negative side. In one sense, some questions may be raised as to whether, partly in line with the objectives of the program, it would not be desirable to allocate more of these persons into the "inner-city" schools; that is to say, those participating in Title I of the ESEA. From available statistics, in June of this year there were 75 of 146 College Work-Study students working directly in the Title I ESEA schools. A smaller number, 52, were working in

the other schools in the system in which neighborhood conditions were more favorable to educational advantages of children. Nineteen of the 146 were assigned to central office tasks or other non-school activities of the school district.

However, in August a distribution was somewhat different where apparently 67 Aides were in the non-ESEA schools, and only 50 in the ESEA schools. This raises the question of whether or not, in line with the general objectives of this program, the school system might desire to further supplement the activities in the schools of the city which have been shown to be those in which there is greatest need for supplementing programs to overcome the barriers to learning of disadvantaged children.

It appears desirable for the school system to look into the fiscal aspects of rectifying the pay problems and the payroll system as noted by the Aides themselves and by principals. Whether it is a matter of economics or a matter of "employee morale," there is the invidious comparison that is made by the Aides who apparently feel they are underpaid as compared with other sources of employment.

Also, in the talks of the evaluation team with principals, by and large they were happy with the opportunity of the assistance they could get through this program. But the question which came up regarding scheduling also might be something which can be looked into. Some thought of improvement in the scheduling of the work of the Aides, and in organization and assignments appears to be justified.

In the minds of some of the personnel with whom the evaluation team made contacts, some attention might be given to a revision of orientation procedures and materials. The Aides appear to be not entirely clear as to what is expected of

them. Some have the opinion that they were going to be taking over some of the work of teaching. When it was discovered that they were doing clerical work, there were situations of differences between the Aide and his supervisor on objectives of the job. The importance of the task to individuals depends upon their frame of reference or the basis upon which they perceive the task. What an Aide is doing may be important in terms of an independent judgment of what is necessary in a school in order to perform the work of the school, and this may differ from the terms in which the Aide himself looks upon it, or others perceive it. If an Aide has worked in a class of 35 youngsters, particularly all or most of whom are underachievers, and the Aide has assisted in such ways as grading papers and miscellaneous clerical chores, they may be considered a contribution and need to be assessed in terms of whatever value this has for the school, regardless of the dissatisfaction of this activity, particularly if there is a misunderstanding as to what is important work to be performed.

In general, the program must be viewed as effective. It is judged to be justified particularly if there are to be continued efforts to maintain a system of adequately informing persons of purposes and objectives and continuing efforts of organization which will overcome objections of misassignment, and overcome the essential inconveniences that are to be expected in part-time employment projects.

CHAPTER VIII
EVALUATION STAFF LIST

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EDUCATIONAL RESEARCH SERVICES, INC.

College Aide Questionnaire

Name _____ School _____

College _____ Year of Graduation _____

This questionnaire is being given to you as a part of an evaluation required in connection with the Baltimore City Title I program of the Elementary and Secondary Education Act of 1965.

Complete anonymity is assured. There is no evaluation of individuals as such in this undertaking. All questionnaires are to be delivered to the independent contracting firm of Educational Research Services, Inc. for statistical tabulation.

You may therefore feel free to be as open and frank as you please in your answers. Please answer all questions and give us the most accurate possible record of your evaluation of your College Aide participation.

1. Before you began working as a College Aide, did you have a briefing as to the nature of your duties? (Check one): Yes _____; No _____

2. If "yes," from whom did you receive this explanation of your work? (Check appropriate):

_____ College staff

_____ Baltimore schools staff

_____ Other (Specify) _____

3. To what extent do your actual duties as a College Aide correspond with those you expected? (Check one):

_____ The same

_____ Almost the same

_____ Different

4. Are you satisfied with your experience as a College Aide? (Check one):

_____ Very much satisfied

_____ Somewhat satisfied

_____ Somewhat dissatisfied

_____ Very dissatisfied

Explain: _____

5. After graduation from college, do you intend to go into teaching? (Check one):

☐ Yes

☐ No

☐ Undecided

6. If the answer to question No. 5 above is "yes," where do you expect to teach? (Check one):

☐ In one of the Baltimore Inner-City Schools

☐ In some other Baltimore school

☐ Elsewhere

☐ Undecided

7. Was your compensation as a College Aide reasonable for the services you rendered? (Check one):

☐ Yes

☐ No

8. In what respects, if any, do you think this program should be changed?
